DOCUMENT RESUME

ED 236 893 EC 165 116

TITLE	A Calendar of Activities for Parents of Handicapped Students, 1983-1984. Early Stimulation.
INSTITUTION	District of Columbia Public Schools, Washington, DC. Div. of Special Education and Pupil Personnel Services.
SPONS AGENCY	Mid-Atlantic Regional Resource Center, Washington, DC.
PUB DATE	[83]
CONTRACT	300-80-0718
NOTE	32p.; For related document, see EC 165 115-118. Small print.
AVAILABLE FROM	District of Columbia Public Schools, Division of Special Education and Pupil Personnel Services, 415 12th St., N.W., Washington, DC 20004 (while supply lasts).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cognitive Development; Communication Skills; *Disabilities; Emotional Development; Individual Development; *Infants; Learning Activities; Motor Development; Nonformal Education; Parent Child Relationship; Parent Materials; *Parent Participation; *Preschool Children; Preschool Education; Sensory Experience; Skill Development; Social Development; Supplementary Education
IDENTIFIERS	*District of Columbia Public Schools; Informal Education; PF Project

ABSTRACT

Developed by the Washington, D.C. public schools, these activities for handicapped infants and toddlers can be used by all parents interested in establishing a structured home development program for their children. A calendar format outlines daily activities ranging from 10-minute exercises to longer excursions. Each month's activities focus on stimulating development in a particular area, as follows: September, self-help and gross motor skills; October, sensory and cognitive ability; November, perceptual and motor skills; December, gross motor skills; January and February, fine motor skills; March, communication and language; April, language and cognition; May, self-help; June, social and emotional development and language skills; July and August, gross motor skills. A checklist for recording parent and child activities and a list of things to do in Washington supplement this guide. (LP)

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ED236893

A Calendar of Activities for Parents of Handicapped Students 1983-1984

Early Stimulation

District of Columbia Public Schools

EC165116

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TO THE EDUCATIONAL RESOURCES

3560

A Calendar of Activities For Parents of **Handicapped Students** **1983–1984**

Early Stimulation

A CALENDAR OF ACTIVITIES FOR PARENTS OF HANDICAPPED STUDENTS

Dear Parents:

We have designed this calendar of activities for you and your son/daughter.* We feel that the development and success of your youngster in reaching his/her* maximum potential can be influenced by the home. Therefore, the activities in this calendar are designed to support the work that takes place in the daily classroom.

None of the activities requires expensive materials or much time. Most activities can be done in 5 or 10 minutes. However, there are suggested excursions for each month that the entire family can enjoy. These exercises will give both of you an opportunity to communicate with each other, provide practice for skills learned or taught, and help make education a meaningful experience for everyone.

Although this calendar was developed for parents of the handicapped it is recommended for use with non-handicapped students by parents who want to establish a structured home reenforcement program for their son/daughter.

Come get on board!

Doris A. Woodson
Assistant Superintendent

*This calendar has been developed for use with both boys and girls. Rather than using son/daughter, he/she, s/he, his/her or similar language, references to your child's sex are alternated each month between male and female. Feel free to change it whenever necessary to fit your child.

Directions to the parent:

1. Hang the calendar in a room in your home where it can be seen daily.
2. Set aside 15 minutes each day when you can relax with no distractions.
3. Follow directions and complete activities scheduled for each day. (Some activities in the calendar may not be for your child; for that day please go back and review an earlier activity.)
4. Be happy and enthusiastic.
5. Encourage him/her to do the best. Help him/her to be right.
6. BE PATIENT. Use praise.
7. Enjoy it!

(See inside back cover for a checklist and a list of fun things to do in Washington).

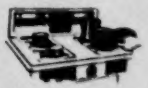
SEPTEMBER

Self-Help and Gross Motor

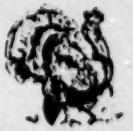
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Give the child a cracker. Demonstrate taking a bite. Encourage the child to take a bite.	**2** Give the child small bits of meat and vegetables. Encourage the child to pick them up and eat.	**3** Give the child small crackers or biscuits and demonstrate chewing. The child should take a bite and chew.
4 Give the child a cup with liquid drink. Demonstrate taking a drink. Encourage the child to drink from the cup.	**5** Place a small amount of honey or corn syrup on the tip of a spoon. Encourage the child to eat from the spoon.	**6** Assist the child in placing small amounts of food on the spoon. Demonstrate bringing the spoon to the mouth.	**7** Encourage the child to use the spoon to eat. Expect some spills. Encourage the child daily.	**8** Put your finger in the child's hand, child will curl fingers around adult's fingers. Pull hand gently while child grasps.	**9** Relax the child by gently patting all over. Stroke the arms and legs gently.	**10** With the child's hand curled around your finger, gently bounce the child on her legs.
11 Massage the child all over with oil. Gently stroke and stretch the arms and legs. Hum softly, wipe the oil off.	**12** Massage the child's body as you name the body parts in a soothing voice or hum a tune softly.	**13** Gently stroke the child's body with a soft brush or sponge following a massage. Include all body parts. Name all body parts being stroked.	**14** Place child's head on your forearm. Your arm supports child's arm and back. Allow the child to feel comfortable in this position.	**15** Place the child in a tub of water warmed to a comfortable temperature. Allow the child to play in the water flinging the arms and legs.	**16** Place the child on the stomach with the legs outstretched. The head will lift up slightly with a side to side movement.	**17** Place the child on the stomach with the head and shoulders over a rolled towel. Direct the child to look in the direction of a colorful object.
18 Place the child on the couch with the head extended over the edge. This will put a little stretch on the neck muscle. Help the child lift the head up.	**19** Place the child on the stomach. Gently bend and straighten the hips and knees. Move both legs together, then alternately. Name the body part—"leg."	**20** Place the child on the back. Place your hand against the foot. Direct foot pressure against your hand. Push gently. Name the body part—"foot."	**21** Place the child face down. Use a bell or rattle to make sounds in front of the child's eyes. Raise the bell. The head will lift. Say—"bells" or "rattle."	**22** Seat the child in an upright position with back supported. Gradually fade the support but keep the hands near the head.	**23** Seat the child in an upright position. Support the back. Have someone else at the child's eye level. Fade back support. Encourage the child to hold the position.	**24** Place the child on her back. Dangle a sound toy beyond the reach of outstretched arms. Move farther out to encourage stretching of the arms.
25 Place the child in the bed. Hang or dangle a toy overhead; move the toy. Encourage the child to stretch and reach for the toy.	**26** Place the child on her side. Show a brightly colored toy. Put toy out of child's reach. Encourage the child to stretch and reach with upper arms.	**27** Place the child in the corner of sofa or stuffed chair. Prop the child with pillows. Hold up a brightly colored toy. Help the child to balance her head.	**28** Place the child on your lap. Support the head with your hands. Show the child a brightly colored toy. Gradually reduce support.	**29** Place the child on her stomach. Gently fold the right arm under the chest. The child will roll back.	**30** Place the child on her right side. Gently roll the child back and forth until the child rolls on his back. Repeat on the opposite side.	

OCTOBER

Sensory and Cognition

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 Listening: Sing songs at bottle time. Use favorite songs, songs of your faith, happy songs, sad songs, etc.
2 Listening: Say nursery rhymes over and over again. This is good to do during feeding and the short time between feeding and falling to sleep.	**3** Touch: Give the child many things to touch and feel. Help move the child's hands over them. Include warm and cold things.	**4** Touch: Cuddle the child's bare skin. Tickle and soothe the child, give little pinches and backrubs.	**5** Touch: Brush the child's skin, head, spine and back, legs and arms, chest and tummy, fingers and toes. Begin with soft materials and then use rougher materials. Use sponges, brushes, fabrics, etc. Name the body parts.	**6** Touch: When child shows interest in hands, put bells on elastic or ribbons and make mittens from little stockings. Sew shapes and numbers or colors on mittens. Talk, talk, talk, as child plays.	**7** Visual: Put old posters on the walls where the child sleeps and move them around. Paint walls bright colors, stripes, patterns, etc. Put pictures on ceiling; hang mobiles all over ceiling.	**8** Visual: At night, play flashing games with the light switch before the child goes to sleep or if the child is awake at night. Use rhythm procedure. Change pattern occasionally.
9 Visual: Permit child to follow the pattern of a small flashlight. Use the light to help the child reach the goals or phase he is in at the time.	**10** Columbus Day Listening: Put a wind chime in the child's room near an air source to catch the breeze.	**11** Smell: Take the child outdoors and let him smell flowers, newly cut lawn, etc.	**12** Smell: Make smell bottles or just let the child smell spice bottles, perfume bottles, powders, lotions, etc.	**13** Taste: Put various flavors on tip of nipple or finger—honey, salt, vinegar, juices, etc.	**14** Smell: Take the child to the kitchen and let the child smell cooking materials. Ex.: give child a whiff of the vinegar, garlic, onions, and salad oil, and all the other smells that go into a salad.	**15** Listening: Talk, coo, laugh, play and sing soft music.
16 Visual: Make picture of shapes, numbers, and alphabet letters, too. Put them on the bumper of the crib at the child's eye level.	**17** Smell: Rub the child with cream or powder after bath. Allow the child to smell the fragrance.	**18** Visual: Play show and hide games. (Remove one item; child guesses which is missing.)	**19** Visual: Have patterns of beads built after seeing original pattern. (Use no more than three (3) beads).	**20** Taste: Cut up apples and let child eat them off the high chair tray.	**21** Touch: Take two set of various fruits and vegetables. Put one set (one of each) in grocery bag. Have child close eyes and feel the other one. Then child puts hand in bag and "finds," by feeling, one that's the same. Use only a few pairs to start.	**22**  Smell: Play a guessing game. Let child smell the food in different pots. When you are serving food at the table, have child close eyes and guess what's on his plate.
23 Touch: During bathtime, feel the difference between soap, cloth, tub, water, towel, etc. Have the child close his eyes to increase sensitivity. **30** Have a child find objects that look like a circle, such as buttons, coins, tires, round box tops, etc.	**24** Describe Simple Pictures: Use familiar photographs. Have child point to persons in the picture when they are named. **31** Cut a square from a piece of cardboard. Have the child feel the shape of the hole. Show how to slide the square in and out of place.	**25** Touch: Take piles of macaroni shapes. Let child hold a piece and put hand into a bag filled with various macaronis. Let child pull out the same. Start with only two to three kinds.	**26** Smell: When cooking, allow your child to smell spices as you use them. Talk about them. Close eyes as you smell spices.	**27** Sorting: Cut pictures out of a magazine which look like toys the child plays with. Hand the child one toy—a truck, and ask child to find the picture of a truck—say "Here's a truck." Can you find a picture of a truck? Gradually increase the number of pictures the child must choose from.	**28** Points to Pictures: Start with a book which has one large colored object on each page. Name the object several times before going on to the next page, talking about how it is used, etc. Encourage child to participate, repeating the word after you.	**29** Discrimination of Shapes: Cut a circle from the edge of a heavy piece of cardboard. Encourage child to feel the shape of the hole. Show child how to slide the circle in and out of place. Gradually reduce assistance.

NOVEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
"Perceptual—Motor"		**1** Eye-Hand Coordination—a) cut plastic or paper straws into various lengths, b) let the child use yarn or cord to string pieces of straw.	**2** Suspend a ball or other toy above the child. Swing it in a large circle so the child will change her focus and tracking pattern to keep the ball in view.	**3** Attach a crib exercisor to the sides of the crib two or three times a day for periods of ten to twenty minutes. While child is awake, she may accidently hit the exercisor and will begin to grasp units intentionally to hear sounds.	**4** Seat the infant in highchair or infant table. Attract attention by using a vertical motion to bang a block on the table surface and encourage her to pick it up and bang it. Encourage child to repeat the banging.	**5** Demonstrate the use of the rattle, shaking it in a horizontal motion. The sound will attract the child's attention. Give the rattle to her and encourage the child to shake it.
6 Give the child a pair of small bells on a handle, tied to a shoelace, or firmly stitched to a strip of cloth.	**7** Encourage the child to place one hand and then both hands on bottle while being fed.	**8** Place a ring in both of the child's hands and encourage her to hold the ring with both hands.	**9** Place a cube in each hand and encourage child to bang them together. Provide assistance by manually guiding hands together if necessary.	**10** Encourage the child to make flat cakes with play dough or clay. Have child roll clay with palm of hand.	**11** Participate with the child, in a pat-a-cake game holding the childs hands.	**12** Have the child work with clay or play dough. Encourage her to pinch it and make small balls by rolling a piece of clay between the thumb and first finger.
13 Have the child make dots on a sheet of paper using finger paints. Let her make the dots with each finger.	**14** Draw faces on the tips of the child's fingers and use them as puppets. Have the child wiggle her fingers to make the puppets move.	**15** Have the child imitate you in a simple fingerplay.	**16** Have the child touch each finger to her thumb on either hand, one finger at a time, and then all simultaneously.	**17** Have the child touch each finger to her thumb twice before changing fingers.	**18** Let the child lick peanut butter or applesauce from her index finger.	**19** Guide the child's index finger in poking at play dough or clay. Encourage the child to create patterns by poking the clay.
20 Read a story to the child from a picture book. Have her point to the pictures using her index fingers.	**21** Provide child with a toy telephone and encourage her to use her index finger to dial. NOTE: push buttons may be used also.	**22** Demonstrate removing objects from shallow containers, such as blocks from a box, small pieces of food from a bowl or cup, pennies from a jar.	**23** Demonstrate placing pegs in board or clay. Ask the child to help you put them in.	**24** Select a toy which contains removable pieces, such as a toy car with people seated within. Encourage the child to pull the figures out of the car and place them back.	**25** Make a block train by lining blocks up one behind the other. Have the child duplicate the structure constructed by you.	**26** Cut out pictures. Place a small amount of glue on the paper. Have the child smooth down the picture gently and smoothly.
27 Using a meat tray from the market, punch holes in the tray with a hole puncher. Wrap the end of the yarn with tape. Have the child put yarn through the holes.	**28** Demonstrate to the child how to use play dough. Help the child roll, pound and shape the dough to create shapes.	**29** By covering your eyes with your hand, demonstrate...that you can not see. Uncover your eyes and say "See." Let the child imitate.	**30** Demonstrate how to blow bubbles using a commercial bubble solution. Assist the child by demonstrating the position of the lips. Blow until the child begins to imitate independently.			

DECEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Gross Motor				**1** Place the child on stomach. Lift the hips slightly so the chest may be picked up off the floor, putting weight on hands. Encourage the child to move forward.	**2** Place the child on his stomach. Grasp the legs around the calves and push them up to either side into a bent position. Return legs to extended position.	**3** Put a squeeze toy or colorful object in front of child. Help the child to draw one leg up while putting pressure on the sole of opposite foot.
4 Squeeze a toy in front of the child. Don't worry about the movements of the arms and legs. Use smiles to encourage child.	**5** Place the child in a seated position. Hold the child around the waist and chest. With the back to you, rock gently forward and backward.	**6** If the child's bedroom is at the top of stairs, encourage stair climbing to take a bath and go to bed. Let the child turn off the lights as a reward.	**7** Support the child in a creeping position. Rock the child back and forth.	**8** Support the child in a standing position and bounce up and down. The child should continue bouncing.	**9** Creeping gets the child around much quicker. Place the child in a crawl position and encourage faster pace.	**10** The child may creep with the weight on the hands and feet not using the knees. Make sure the soles of the feet are flat.
11 Using the sandbox, place objects below the standing level but not where they cannot be reached from a standing position. Demonstrate bending.	**12** Sit with the child on floor with arm supporting the child's back. Encourage the child to play with sound toy. Gradually reduce support.	**13** Place child in sitting position between legs. Allow child to place hands on adult legs for support. Say "sit up."	**14** Encourage child to play with toy. As child becomes steadier, fade support.	**15** Sit child on floor with pillows around for support. Make sure legs are outstretched for balance. Child sits without adult support.	**16** Place a bright toy on a low table and encourage the child to come play with the toy.	**17** Place a favorite food on low table and encourage the child to come and eat.
18 Show the child how you would get the food by pulling yourself up to the table.	**19** Ring a bell for the child and then place the bell on low table, encourage the child to come play with the bell.	**20** While child is supported in a bent-knee position, push the child's bottom upward so child feels motion of standing up.	**21** Play with toys on a low table. Encourage the child to pull up to a standing position.	**22** Hold the broom upside down in front of the child. Encourage the child to take hold. Raise the broom stick upward until child is standing.	**23** When the child has pulled to standing position, face the child with a toy. Encourage the child to stand and reach the toy.	**24** Place toys or food on the table where they can be conveniently reached from a sitting position in a chair.
25 Place child in front of sofa. Place favorite toy on sofa. Encourage child to stand and play with toy while using the couch for support.	**26** Place the child on a potty chair closely resembling standard child's chair. Begin at one minute intervals, then five minutes.	**27** Provide opportunities for the child to stand in crib and playpen. Hang toys in a position where child must stand to play with them.	**28** Place child in front of sofa with a toy just out of reach. Encourage the child to move sideways to reach the toy.	**29** Encourage the child to cruise along in front of sofa, around low table, chair, etc.	**30** After child cruises well and indicates the desire to move to another object, encourage the child to cruise to the object.	**31** Encourage the child to push a stroller. Support the child around the hips, leaving arms and hands free. Fade support.

JANUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Place face close to child's face. Smile and talk to child to maintain eye contact. Say to child, "Look at me."	**2** Hold a brightly colored toy near the eyes. Call the child's name. "Look at this!"	**3** Focus your attention on child during feeding time. Encourage child to establish eye contact.	**4** Place child face down. Use a whirling toy to get child's attention. Move the toy from side to side. Child should follow with the eyes.	**5** Move brightly colored object within eight to twelve inches of child's face. Move a little to each side.	**6** Move brightly colored object in front of child's face. Move the object a little to the right and to the left until child follows 180°.	**7** Hold a brightly colored toy or mobile toy over the crib. Place the child so that the face is under the toy. Move the toy, child's eyes should follow.
8 Hang favorite toy above the child's head. Encourage child to swipe at the object.	**9** Place a rattle at the child's midline (nose). Shake the rattle and encourage the child to grasp it.	**10** When the child reaches for the object, hold down one hand so child will grasp with one hand.	**11** Splash the child with a toy while in the bathtub. Place the toy close to the child. Encourage the child to grasp.	**12** Place small objects in child's hand. Child should hold briefly. Child's fingers should close around object.	**13** Show child colorful toy. Place toy in child's hand. Make loud noise with toy. Gradually reduce pressure used on hand.	**14** Encourage the child to hold a rattle. Have the child hold a pretzel, squeaky toy, sponge.
15 Give the child play dough, sponge, cookies. Encourage the child to move the object from hand to hand.	**16** Place a toy in a small box. Encourage the child to remove the lid. Ask the child, "Where is the toy?"	**17** Place a cookie or pretzel in a small box. Encourage the child to remove the lid.	**18** While dressing, place one of the child's shoes in the box. When ready for the shoes, ask the child "Where is your shoe?"	**19** Encourage the child to ring a doorbell using pointing (index) finger.	**20** Place a small cracker in a cup. Demonstrate removing it. Encourage the child to remove the cracker.	**21** Place sand in a cup. Place small object such as a button in the cup. Encourage the child to find object and pick it up.
22 Place a raisin in a cup. Encourage child to pick it up.	**23** Place pieces of cotton in front of the child. Encourage the child to pick up cotton with thumb and index finger.	**24** Place marshmallows in front of child. Encourage child to pick them up with thumb and index finger.	**25** Make a play dough pancake. Encourage child to pinch the edges using thumb and index finger.	**26** Provide the child with items that have knobs such as radio or the commercial "busy box." Demonstrate and encourage the child to turn the knobs.	**27** Give the child a toothbrush. Demonstrate brushing. Treat the activity as a game in the morning and at bedtime.	**28** Give the child a variety of packages that have been wrapped in newspaper. Encourage the child to tear and unwrap the largest one.
29 Let the child unwrap the next smaller.	**30** Let the child unwrap the smallest.	**31** Let the child unwrap any that are left.		Fine Motor		

FEBRUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Fine Motor			**1** Seat child in your lap with a picture book in your hands. Place child's hand on upper right hand cover. Guide the hand to turn page.	**2** Place the child in a sitting position. Sit across from the child with your hands out. Tell the child to throw the ball to_____.	**3** Open the child's hand. Place two small objects such as raisins in hand. Increase to larger objects until child succeeds in closing hand while holding the object.	**4** Demonstrate use of thumb and index finger for child. Present the child with blocks. The child should imitate picking up a block.
5 Demonstrate turning pages at top right hand of book. Encourage the child to turn pages.	**6** Give the child cubes. Encourage him to build a tower six to seven cubes high.	**7** Make vertical strokes with a large crayon. Give the child a crayon. Encourage child to make vertical strokes.	**8** Make circular strokes. Encourage the child to make circular strokes.	**9** Demonstrate inserting pegs in pegboard or pegboard materials. Encourage the child to insert pegs in pegboard.	**10** Encourage the child to build a tower of eight cubes.	**11** Demonstrate the strokes used in making a cross +. Encourage child to make a cross.
12 Demonstrate the use of puzzles. Give child a puzzle. Encourage child to pick up and place pieces.	**13** Give the child a large sheet of paper, such as newspaper. Demonstrate folding and unfolding movements.	**14** Use bathtub toys such as foam balls or other cut-outs. Demonstrate squeezing for the child, then encourage child to attempt it.	**15** Expose the child to a variety of buttons that need to be pushed. Elevator, water toy trains, ballpoint pens, flashlights are toys.	**16** Use a shoe box to hide a favorite toy. Remove the lid. Encourage the child to attempt to find it.	**17** Wrap different sized items in newspaper. Unwrap larger items first, then give small items. Encourage child to attempt to unwrap.	**18** Demonstrate the appropriate way of holding a spoon. Let the child practice with dry cereal.
19 Encourage the child to hold a spoon and bring food up to mouth. Take the food and return the spoon to the plate.	**20** Provide the child with a zipper on clothing of a stiff fabric. Anchor top and demonstrate. Encourage child to zip and unzip.	**21** Detach button portion of a shirt, dress, etc. Attach to a door knob. Demonstrate. Leave in place. Encourage child to button and unbutton.	**22** Provide the child with dress hooks at appropriate height. Demonstrate use of hooks and encourage the child to imitate.	**23** Give the child uncooked rice, a small pitcher and a glass. Demonstrate pouring and emptying. Encourage the child to imitate.	**24** When feeding the child from a cup, consistently place the hand on the handle of the cup.	**25** Place favorite drink in the child's cup. Demonstrate picking up the cup by the handle. Say, "Good." Encourage the child to imitate.
26 Demonstrate the removal of loosely fitting shoes. Use the word "off," take "off" your shoes. Encourage the child to imitate.	**27** Provide clothing with snaps. Attach to something stable. Demonstrate and encourage the child to imitate snapping and unsnapping.	**28** Provide the child consistently with a variety of colorful books. Demonstrate turning pages and encourage the child to attempt.	**29**			

MARCH

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Communication/Language				**1** When the child is in a reclining position, on the floor, bed, or table, hit a glass lightly with a utensil; look for body reaction. (Tin can may be used also.)	**2** Distinguish between loud and soft sounds. Put an alarm clock under a pillow and out in open.	**3** Turn the record player on loudly, and softly, to distinguish between loud and soft sounds.
4 Have the child listen and distinguish between high and low pitch sounds when different sized glasses are filled with water or partly filled and tapped lightly.	**5** Hit out a drum beat on the table; have the child repeat the pattern sound for sound.	**6** Have a family member hide behind a chair. Then reappear. Child should be lying on his back. Child should pursue lost person.	**7** Have the child imitate finger-play songs, such as Itsy-Bitsy Spider.	**8** Have the child imitate rocking a baby doll.	**9** Using a flashlight, shine the light on the wall. Move the light along the wall. See if child follows light with eyes.	**10** Make a sock puppet; have it move in front of the child; see if child follows puppet movement.
11 Roll an orange in front of child; see if the child follows the fruit with his eyes.	**12** Show a doll to the child as you shake the doll's head and say "no-no."	**13** Move the child's head to gesture "no-no" as you say "no-no."	**14** Have the child match colors by placing buttons into a color-coded egg carton.	**15** Have child match colors by sorting out socks of different colors.	**16** To imitate simple actions, have child imitate feeding action by feeding a baby doll.	**17** To imitate simple actions: have child imitate driving a car by using physical movement and sound effects.
18 Help child to recognize people in photographs by matching pictures to people (present).	**19** Help child to recognize people in photographs by working with child to create family album.	**20** Have child put halves together by giving child fruits cut in half to put back together—apples, oranges, grapefruits.	**21** Cut a bar of soap in half; have child put halves together again while bathing in tub.	**22** Have child match pictures by matching two photos that are the same.	**23** Have child match pictures from two catalogues or magazines that have the same pictures.	**24** Have child place 3-4 pans inside each other. Use round pans or square pans. Show the child how to do it first.
25 Have child place plastic tubs inside each other (like tubs used for margarine). Show how!	**26** Have child group similar shapes of kitchen household items such as all round items together and all square items together.	**27** Stand in front of a mirror. Lift child up in air, saying "up." Repeat several times.	**28** Begin recognition of name by holding child in front of mirror. Point to image in mirror, saying child's name repeatedly: "Look at Mary." "Look at John."	**29** During meal time begin recognition of objects; repeatedly label "spoon, cup, dish." Ask the child to point to the item as you name it.	**30** While washing child's face, point to facial parts—eyes, nose, ears, mouth. Let child point to parts and name them.	**31** As you dress the child, label clothing: shoes, socks, pants, shirts, etc. Reinforce attempts to say these words.

APRIL

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Prop the child in an infant seat. Present a brightly colored object, noisemakers or bells. Holding both objects jiggle or turn them until child focuses. Set in motion.	**2** Place brightly colored yarn on the fingers. Encourage child to look. Move the hands.	**3** Consistently encourage the child to participate in motion activities such as waving and moving the arms and legs.	**4** Encourage the child to manipulate toys whenever possible. When giving a toy to the child, give verbal reinforcements.	**5** While the child is playing with a rattle, cause the rattle to fall to the chest. Encourage the child to pick it up.	**6** Prop the child in an appropriate seat. Give the child a toy at eye level then let it drop in the lap. The child, should look for object.	**7** Cover part of a favorite toy. Encourage the child to look for the toy.
8 Show a favorite toy. Move the toy at eye level in front of child and out of sight. Eyes should return to starting point.	**9** The child while playing with pots, pans and blocks should be encouraged to bang them together.	**10** Encourage the child to imitate gestures, such as waving good-by, nodding "yes."	**11** Give the child a small bell. Encourage the child to ring and investigate the bell.	**12** Use the child's name as much as possible in an easily understood manner. Be consistent in the name used.	**13** Clearly and consistently restrict any of the child's inappropriate activities.	**14** Do not shelter the child unduly from disagreeable persons or things. When the child displays an expressed dislike, try to remove stimulus.
15 Give the child a squeeze toy. Demonstrate how it works. Encourage the child to squeeze it, to see cause and effect.	**16** Use simple phrases such as "give me," "get me," "look at," and "come here." Use reinforcers—toys, food, etc.	**17** Demonstrate for the child's use appropriate words such as "in" and "out."	**18** Empty and fill receptacles with water. Use glasses, jars, etc. Let the child do it.	**19** Use form puzzles to see if child can match the correct shape to the correct form. Do not persist if not able.	**20** Demonstrate spinning tops, wind up, pull string or music boxes. Child should take your hand to get you to start it again.	**21** Encourage the child to express his wants by using words and letter phrases and short sentences.
22 Assist the child in mending or fixing a broken toy, such as a doll, or a wheel from toy cars.	**23** Use the child's body to identify 3 parts of the body. Then have the child identify the body parts of a doll or stuffed animal.	**24** Encourage the child to follow specific direction such as "Pick up your toys and put them on the shelf."	**25** Provide a variety of photographs and pictures. Identify the child in a photo. Then ask at a later time, "who is this?"	**26** Provide the child with rings and a column to stack them on. Demonstrate. Give the child rings and a solid object. Child should reject the solid object.	**27** Encourage the child by asking, "Do you want some water." etc. Child will recognize the object by a symbol.	**28** Use the child's name consistently such as, "Where is Johnny?" "Billy's car," "Billy's coat," etc.
29 Mix fruits together. Match them. Have the child match. Use other household items such as beans, noodles, etc.	**30** Mix raisins and peanuts together. Have the child match them.					

Language and Cognition

MAY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Place child's hand around plastic bottle and help child to hold it. Don't help too much. When child can hold bottle, let go of it. If the child drops it, assist the child in recovering the bottle.	**2** Place nipple in child's mouth and allow child to nurse for a short time. Remove bottle and hold it where child can see it. Allow child to reach for the bottle.	**3** Place a terry-cloth glass holder or tennis wristband around the bottle so the child has a less slippery surface to hold.	**4** Give the child a pacifier dipped in thickened cereal when child is most hungry. Encourage child to suck.	**5** Put liquid cereal in a bottle with a nipple containing a hole just large enough for the cereal to pass through.
6 Begin presenting a few spoonsful of pureed foods when the child is most hungry (before bottle). Encourage child to suck off the spoon.	**7** Present semi-solid food a little at a time. Use a number of different foods, such as applesauce, mashed potatoes, mashed peaches, etc. Reward child when child is successful.	**8** Place small amount of cereal at front of spoon and put it to her lips. Press on cheeks to get mouth open. Move spoon into mouth toward back of tongue or side of mouth and press against upper lip when taking food out. Make happy sounds, and talk about how food tastes.	**9** Place a small piece of food the child likes in her hand and move her hand to her mouth, if necessary. Gradually reduce the amount of assistance given.	**10** Place bits of favorite foods on child's tray at the beginning of a meal and encourage child to eat independently. Encourage and reinforce efforts.	**11** Hold your hands over the child's and assist in guiding cup to mouth and replacing it on the table. Reduce assistance by directing the child from the forearm; then the elbow, and finally only verbal clues.	**12** Provide physical assistance several times while drinking from cup. Then allow child to attempt task alone once. Smile at any attempt, then provide assistance again.
13 Encourage child to hold cup with one hand to drink liquid. Give child a piece of food (cracker) in one hand and a one-handled cup in the other.	**14** Use special cup which is cut out if the child cannot tip head slightly back to drink liquid in bottom of glass/cup.	**15** To begin independent self-feeding, have child grasp spoon. Physically assist in getting the food onto the spoon. Then have the child bring the spoon to her mouth. Reduce assistance as the child gains proficiency.	**16** Have child grasp fork instead of a spoon. Reinforce accurate movements, such as scooping without spilling, correct aim to mouth, and lip closure to remove food. Gradually require more accurate skill acquisition.	**17** Place a fork or a spoon on a table next to a plate of food and ask the child to eat the food. Give the child foods that are easily managed with a fork, such as meat, string beans, etc.	**18** Have the child practice scooping dry oatmeal or dry cream of wheat from one bowl to another as a game.	**19** If the child has difficulty holding a spoon handle, try using a spoon with a large or built-up handle. This can be made by taping gauze around a spoon handle for gripping. Guide child's hand from plate to mouth while child sits at 45° angle.
20 Provide the child with toys, dolls or other objects requiring zipping, buttoning, snapping. Encourage the child to look at the button and push it through.	**21** Make managing fasteners part of the child's dressing responsibility. Set up a recording chart showing the number of days the child was able to manage them independently.	**22** Let the child put on an adult's shirt and practice so she can more easily handle the buttons. When the child is proficient at this level, begin working with her own clothing.	**23** Assist the child to unsnap pants and unzip zipper and to snap and zip pants.	**24** Encourage the child to unsnap pants, unzip zipper, and to snap and zip pants without assistance.	**25** Give the child smaller and different types of fasteners and ask him to fasten and unfasten various parts of the clothing independently.	**26** Demonstrate the steps in the task of unbuttoning a button: Hold along edge of buttonhole, grasp button with other hand, and tilt one side of it toward the buttonhole. Push button through opening.
27 Physically assist child in unbuttoning by guiding child's hands and giving verbal directions throughout the entire task. As the child gains proficiency, reduce the physical assistance provided and continue verbal assistance.	**28** Practice buttoning and unbuttoning on button boards or clothing placed on a table. When child is proficient, practice with what she is wearing.	**29** Demonstrate for child. Grasp each side of a separated zipper, insert the lead into the catch, hold the engaged zipper taut, grasp tab with other hand, and pull tab up.	**30** Grasp each side of a separated zipper, insert the lead into the catch. Have child hold the engaged zipper taut, grasp tab with other hand, and pull tab up.	**31** Practice zipping: separated zippers on zipper boards, or lay clothing on a table before expecting child to practice on clothing.	Self-Help	

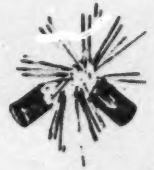
JUNE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Social Emotional and Language					**1** Pick the child up frequently and cuddle or stroke him, particularly when the child displays discomfort.	**2** When feeding and diapering, establish eye contact while talking to the infant.
3 Smile at the child at a distance of seven to ten inches during feeding, changing and playing.	**4** The mother should establish a great deal of body contact with the child by holding, cuddling, stroking.	**5** Attempt to make the feeding time at a regular time. Feed the child in a particular place, position.	**6** Play peek-a-boo games: mild tossing, rolling and swinging, gentle tickling.	**7** Provide the child with a small unbreakable mirror; look in the mirror and smile. Give to child.	**8** Make a game of covering and uncovering parts of the image in the mirror until the child responds.	**9** Encourage the child to pay attention to the feet. Attach colorful yarn to the toes to attract the child's attention.
10 Provide the child with some exposure to strangers. Observe the reaction. Compare to familiar persons.	**11** The child should have a well-defined set of toys which are his personal possessions. Gently, attempt to take such a toy.	**12** The child should, whenever possible, be encouraged to use his body in expressing needs. The adult should use gestures.	**13** Demonstrate pat-a-cake with the verbalizations. Encourage the child to do the same.	**14** Provide the child with a variety of foods and tastes. Encourage the child to respond to tastes. "That's good!"	**15** Consistently demonstrate affection to the child. Model affectionate behavior with dolls, stuffed animal, siblings.	**16** Provide the child with a variety of rhythmic auditory stimuli such as singing and nursery rhymes. Rock, swing or bounce to music.
17 Encourage enjoyment from chasing and hiding. Encourage the child to imitate the adult by trying to find you. Laugh when child succeeds.	**18** Model comforting a distressed child. Use dolls or other toys to demonstrate compassion or comfort to someone.	**19** Encourage the child to use his body to gesture refusals such as head nodding and shaking for "yes" or "no."	**20** Encourage the child to indicate his desires by gesture, words and other vocalization, also with full body movement.	**21** Have a place for toys. Demonstrate how toys should be put away. Encourage child to put toys away.	**22** In the presence of adults, encourage the child to play quietly alone. Avoid commenting on the child's play.	**23** Take the child for walks frequently or rides in a car. Point out interesting or unfamiliar objects for the child.
24 Walk the child to the mailbox; let the child insert the letter.	**25** Encourage the child to participate in various household activities such as folding, bedmaking, washing tables.	**26** Provide the child with a clothing stand or hooks suitable for hanging. Encourage child to hang up clothes.	**27** Encourage the child to play along side another child without interacting. A sand box is good place to encourage parallel play.	**28** Reading stories should be done as consistent as possible by the parents. Read slowly, adding discussion to what is read.	**29** Begin encouraging the child to share snacks with you such as crackers or grapes; exchange snacks, also.	**30** Play simple dancing games including ring-around-the-rosy and musical chairs. Siblings and parents should dance with the child.

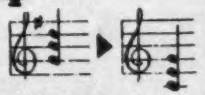
JULY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Seat child on the floor and sit facing—approximately five feet away. Roll the ball to her and encourage her to return it to you.	**2** Seat child on the floor and sit facing—approximately five feet away. Throw the ball gently to her and again encourage her to return it to you.	**3** Place child on crawler and encourage her to move toward you.	**4** Place child on stomach and use toy to encourage her to move forward.	**5** Place child in crawl position. Support child's middle with towel by placing towel under child's stomach and holding one end of towel in each of your hands. Stimulate child to crawl.	**6** While child is on hands and knees, catch her attention by holding a toy a few inches above child. Encourage child to reach up with one hand to grasp toy.	**7** While child is in crawl position hold out your hands and encourage child to reach up and hold them with both of her hands.
8 Once child has pulled self to a kneeling position, help child to assume a half-kneeling position while supporting self in playpen. Hold child in this position at first.	**9** While child is in a half-kneeling position supported by bar, grasp her hands and pull child to a standing position.	**10** Child supports self by table. Place toys or bits of cereal at short intervals around table. Encourage child to move about table to get treats.	**11** To get child to take steps toward adult, grasp child's hips and propel her forward by moving first one hip and then the other forward.	**12** To get child to stand unsupported for one minute, child may be placed with back against the wall to decrease support to a minimum. Such games as measure may be played to see how tall she is.	**13** To encourage child to crawl up one step, place child in the vicinity of steps and place toy on second or third step. Encourage child to pull up to a kneeling position and reach toward toy.	**14** To encourage child to walk forward without support, have child grasp end of stick while you hold other end and walk with child.
15 To encourage child to walk forward without support, have child grasp one end of a rope while you hold the other. Gradually decrease the amount of tension in rope until child no longer needs any support.	**16** Provide child with a stable push toy such as a doll carriage, wagon. Have child push toy while standing erect. (A chair can also be used for pushing.)	**17** Place a step-stool by the bathroom sink, and if the child steps up, she can receive a reward such as playing with boats in a sink filled with water, splashing hands in water, or just looking into a mirror.	**18** Work with the child on climbing the steps to a small sliding board. Initially, place your hands on the child's seat in order to help as well as give a feeling of safety. Encourage child to use both hands to hold as she climbs.	**19** With a large ball—10 inches—have child use both hands and hold ball at chest level and push ball out in desired direction.	**20** Using a large ball, have child use both hands to hold ball directly over head and throw it.	**21** Use a small (4 inch) ball. Have child grasp it in one hand and push it forward from chest level.
22 Use a small ball. Have child bring ball back to shoulder and thrust forward.	**23** Show the child how to kick, using large rubber ball.	**24** Have fun kicking! Using a small pillow, have child kick pillow to parent.	**25** Place child in small chair. Give child a cup of juice when sitting in the chair. This provides practice for sitting. Child learns to sit if she wants a drink.	**26** To sit in large (adult) chair, have child climb up onto chair. Help child turn legs so that she is sitting on chair seat, still grasping edge of seat. Let legs hang over edge. Have child release hands.	**27** Place two or three books on floor and space them in front of each other. Have the child walk up on book; then down. Repeat.	**28** Take child to a grassy area with small hills. Hold hands and walk down the hill. Next hold hands and run downhill.
29 Place child at the top of the hill. Stand or stoop at the bottom and encourage her to walk down to you for a big hug.	**30** Have a brother, sister, or parent hold child's hand while they run to get a toy placed across the room or yard.	**31** Show child how to walk on tiptoes. Have child walk in front of you while you form a train.				

Gross Motor



AUGUST

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Gross Motor			**1** Encourage the child to walk backwards by holding his hand while facing and have child walk backwards still holding on. Fade support.	**2** Have child walk backwards with no support. Start with one step, then two steps, increase until child can walk about six to ten steps.	**3** Place small strips of tape on floor about 3 inches apart…at least 10 pieces side by side. Have child place foot on each piece going sideways.	**4**  Play music; have child go from side to side, following the directions. Example: One step to side, three steps to side keeping time to the music.
5 Face child, hold on to both of his hands. Put on a catchy record and do a side step from one end of the room to the other. This can be quite enjoyable and promotes creative movement to music.	**6** Place a piece of tape on floor. Place child about four inches behind the tape. Have child jump on the tape.	**7** Demonstrate how to jump in place. Have child take a jump in place.	**8** Make a large triangular shape with tape on the floor. Have the child stand outside the triangle and jump over the tape into the triangle with one foot first.	**9** With large triangle shape taped to floor, have child stand outside the triangle and jump over the tape into the triangle with both feet.	**10** Hold child's hands, face-to-face. Let child jump forward while you jump backwards. You can give child support and an idea of how to move.	**11** Place a small toy in front of child's toes and have child jump over it.
12 Recite rhyme: "Jack Be Nimble, Jack Be Quick, Jack jumped over the candlestick." Pretend to jump over a candlestick while repeating the rhyme together.	**13** Have child stand on bottom step and jump down off step.	**14** Set up two or three shoe boxes in a line. Have child jump over each box as in a race.	**15** To begin walking up and down the stairs, one foot per step—tape a red circle on 1st step near child's right foot, and a blue circle on step for child's left foot. Next, attach a red dot to child's right foot and blue dot to left foot. Show child that he is to match feet to circles by picking up and placing them appropriately.	**16** Demonstrate how to hold one foot up and behind him and hop up and down on other foot. Place a toy just barely out of reach over the child's head. Child will have to make a hopping motion to reach it.	**17** Place three circles made from newspaper or construction paper on floor in a line about one to two inches apart. Have child hop on each circle. Praise child's efforts.	**18** Have child stand away from small waste basket or plastic can. Have child throw a ball (large) underhanded into the can.
19 Have child toss balloon underhanded to a partner.	**20** Have child toss small throw pillow underhanded.	**21** Toss a bean bag to child and have him catch it. Before tossing, give child practice on how to hold arms and hands to catch bag.	**22** Toss a small throw pillow to child and have him catch it. Start tossing to child while standing about 2 feet away. Increase distance as child gets more successful.	**23** Have child kneel on floor. Roll a ball to child and let child catch. Repeat several times.	**24** Have child stand about one foot from you. Bounce the ball to child about waist high.	**25** Place child on sturdy riding toy making sure that feet rest on ground. Show how to push off with feet to go and put feet back down to stop. Push from behind.
26 Assist child from behind in steering through makeshift obstacle course while riding on sturdy push toy.	**27** Place child on tricycle with hands on handlebars. Push tricycle. Child does not need to have feet on pedals at this point. Make sure child has balance.	**28** Place child on tricycle. Place hand on each leg as you want child to push on alternating legs.	**29** Have child lay on floor with feet up in air and place one of parent's hands on each foot. Have child alternate pushing each foot against hands, rhythmically. This provides idea of the coordination of both feet.	**30** Place string on floor; tape ends down. Have child walk on string, placing one foot in front of the other. Repeat activity several times.	**31** Using a two-by-four balance beam, support child from behind as he balances with one foot in front of the other.	

Keep a checklist of the days that you work with your child.

DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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Fun Things to do in the Washington Metropolitan Area with Your Child

Air and Space Museum
History and Technology Museum
National History Museum
Hirshhorn Museum
Capital Children's Museum
National Aquarium (Commerce Building)
Baltimore Aquarium
Washington Monument
White House, East Wing
U.S. Capitol
Sports Events
Christmas Pageant of Peace (on the Ellipse)
McDonald's Farm (Oxon Hill, MD)
D.C. Therapeutic Recreation Center
Walt Disney Movies
Hardware Stores
Food Shopping
Shopping Malls
Tour McDonald's
U.S. Mint
Bowling Alley
Choir Recital
Pony Ride
F.B.I. Building
Ride on Metrobus or Train
Explore Department Stores
Bookstores
Your Place of Employment
Construction Projects
Greenhouse Visit
Train Station
Watch a Parade
Go to the Library
Walk on the Waterfront
Go to a Restaurant
National Zoological Park
Sledding
Picnic
Hiking
Wild World, Largo, MD
Wheaton Regional Park
Watkins Regional Park
Pierce Mill, Rock Creek Park
National Arboretum
National Botanical Gardens
Nature Center, Rock Creek Park
D.C. Convention Center

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This calendar was developed by the State Resources and Support Branch, Division of Special Education and Pupil Personnel Services, and supported by the Mid-Atlantic Regional Resource Center, George Washington University (under Department of Education contract 300-80-0718).

The idea for this calendar was borrowed from a similar calendar produced by the Louisiana Department of Education.